



CARRICKFERGUS GRAMMAR SCHOOL

ANNUAL REPORT OF THE BOARD OF GOVERNORS

2018-19

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November 2019

Chairperson's Statement

Dear Members of the Board of Governors, Members of Staff, and Parents

I present to you the Board of Governors' Annual Report for the School Year 2018-19.

In presenting this report I extend my sincere appreciation to fellow governors for their enthusiasm and commitment in dealing with strategic matters relating to the management of the school. Members of the Board also meet regularly in sub-committees and maintain an ongoing interest in the many aspects of the daily running of the school.

Carrickfergus Grammar School continues to be managed against a background of ongoing significant financial constraints. The school staff, teaching and ancillary, under the leadership of the Principal, Mr Maxwell, are commended for their continued commitment, loyalty and tireless efforts in providing our pupils with excellent education in a caring, happy and safe environment. The school website has a statement on its Home page – 'Prepare to Succeed'. The pupils at Carrickfergus Grammar School are given the best preparation for them to succeed in their chosen career path. This is evidenced by continued excellence in examination outcomes.

During the year Mr Mulvenna, former Principal, retired. The Board of Governors thank Mr Mulvenna for many years of commitment to the school and wish him a long and happy retirement. His legacy is evident, from the improvements in examinations results to the school's well-renowned status for pastoral care.

The Board of Governors is also appreciative of the dedication of the PTA in organising events, fund-raising and supporting school activities.

I commend this report for your consideration.

Mr M Smith BSc MBA CEng MIET
Chairperson of the Board of Governors

**MEMBERSHIP OF CARRICKFERGUS GRAMMAR SCHOOL
BOARD OF GOVERNORS
2018-19**

Office Bearers

Chairperson

Mr M Smith

Vice-chairperson

Mr M Sinclair

Secretary

Mr K Mulvenna / Mr J A Maxwell (Principal and non-voting member)

Board Members

Department of Education Representatives

Mrs C Brown

Dr J McAllister

Prof. I. Montgomery

Mr M Sinclair

Education Authority Representatives

Mr R Acheson

Mrs L Cubitt

Mrs L Hogg

Prof D A McDowell

Mr M Montgomery

Mr M Smith

Parent Representatives

Mrs L Baird

Ms J Cardy

Mr A Macquarrie

Mrs L Morgan-Cunningham

Teacher Representatives

Mr M Irwin

Mr S Martin

CARRICKFERGUS GRAMMAR SCHOOL**Term and Holiday dates 2018 – 2019**

PUPILS' RETURN	<u>Thursday 30 August 2018</u> Yr 8 (9.00 am - 12.00 pm) <u>Monday 3 September 2018</u> All students
EXCEPTIONAL CLOSURES / STAFF TRAINING	Thursday 3 rd and Friday 4 th January 2019 Monday 15 th and Tuesday 16 th April 2019
AUTUMN MID-TERM 2018	Monday 29 th October – Friday 2 November 2018
CHRISTMAS 2018	Monday 24 th December 2018 – Wednesday 2 January 2019
SPRING MID-TERM 2019	Monday 18 February – Friday 22 nd February 2019
EASTER 2019	Wednesday 17 April – Friday 26 th April 2019
MAY BANK HOLIDAYS	Monday 6 th May 2019
SUMMER 2019	Commenced 1 st July 2019

THE SCHOOL DAY AT CARRICKFERGUS GRAMMAR SCHOOL 2018-2019

Move to Registration Bell	8.40 am
Morning Registration	8.45 am – 8.55 am
Period 1	8.55 am – 9.59 am
Period 2	9.59 am – 11.03 am
Assemblies	11.03 am – 11.18 am
Break	11.18 am – 11.33 am
Period 3	11.33 am – 12.37 pm
Lunchtime	12.37 pm – 1.17 pm
Period 4	1.17 pm – 2.21 pm*
Period 5	2.21 pm – 3.25 pm
*School finished at 2.21 pm for pupils on the Friday of Week 2 on the school timetable for the purposes of Staff Meetings and Professional Development activities.	

Staffing

Total workforce comprised 48.3 teaching staff, 14 ancillary colleagues and 6 Learning Support Assistants.

Designation	Teaching Staff	Auxiliary Staff	Learning Support	Totals
Permanent Full-time	45	5	0	50
Permanent Part-time	2.8	8	6	16.8
Temporary Full-time	0	0	0	0
Temporary Part-time	0.5	0	0	0.5
Totals	48.3	13	6	67.3

School Leadership Team

Mr K Mulvenna / Mr J A Maxwell (from 15 April 2019) (Principal)

Miss F McKinley (Vice Principal)

Mrs L Kane (Senior Teacher: Head of Pastoral Care)

Mr K Marshall (Senior Teacher: Timetable and Grounds Maintenance)

Mr P McKittrick (Senior Teacher: Finance and Statistics)

Mr K Crooks (ICT for Teaching and Learning)

Mr S Martin (Community connections)

Mr N Massey (Data Management)

Enrolment and Admissions

Year	Year 8 Admissions No.	Transfer Applications	Number admitted	Enrolment number	Number enrolled at time of school census
2017/18	116	145	116	800	774

Attendance

Attendance for the year 2018-19 was slightly above the average for post-Primary Schools across Northern Ireland, the most recent average attendance figure available being 92.7%.

Group	% Attend
Year 08	95.7
Year 09	95.8
Year 10	93.8
Year 11	94.2
Year 12	95
Year 13	93.4
Year 14	94.6
Totals	94.6

Summary of Examination Results 2018-19

The tables below outline the most current indicators of standards and outcomes for Carrickfergus Grammar School pupils based on August 2019 examination results. The results are compared against the 2018 data for the Northern Ireland cohort.

GCSE

	<u>CGS 2019</u>
<u>5 or more A*-C at GCSE</u>	91.07%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	91.07%
<u>7 or more A*-C at GCSE</u>	81.5%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	81.5%

A' Level

	CGS 2019
<u>3 or more A*-C</u>	75.6%
<u>2 or more A*-C</u>	96.2%

Examination Outcomes 2018-19:

Departmental targets and action plans were set in Autumn 2018 by the Head of Department in conjunction with the Principal and Vice-Principal, and progress towards these was reviewed in February 2019. Examination outcomes are subsequently assessed in a formal accountability and development interview in the autumn term between each Head of Department, the Principal and Vice Principal.

GCSE EXAMINATION RESULTS 2019
CUMULATIVE GRADE OVERVIEW by Percentage

	Entries	A*	A	B	C*	C	D	E	F	A*-C	A*-G
Art & Design	34	0	14.7	25.7	41.2	65.7	91.2	100	100	67.6	100
Biology	65	10.8	46.2	67.7	89.2	100	100	100	100	100	100
Business Studies	38	0	21.1	42.1	65.8	84.2	94.7	97.4	97.4	84.2	100
Chemistry	56	8.9	44.6	71.4	89.3	98.2	100	100	100	98.2	100
Child Development	24	4.2	33.3	45.8	75	83.3	100	100	100	83.3	100
Design and Technology	30	10	40	66.7	93.3	96.7	96.7	100	100	96.7	100
Digital Technology	32	9.4	28.1	65.6	71.9	87.5	100	100	100	87.5	100
Drama	6	0	16.7	83.3	100	100	100	100	100	100	100
English Language	113	9.7	48.7	79.6	92	96.5	99.1	100	100	96.5	100
English Literature	91	16.5	59.3	91.2	97.8	98.9	100	100	100	98.9	100
French	26	15.4	42.3	65.4	96.2	100	100	100	100	100	100
Further Mathematics	40	12.5	60	82.5	95	97.5	100	100	100	97.5	100
Geography	19	5.3	21.1	63.2	73.7	78.9	89.5	89.5	94.7	78.9	100
History	36	5.6	50	77.8	91.7	97.2	100	100	100	97.2	100
Mathematics	113	11	40.2	83.2	95.8	97.4	100	100	100	97.4	100
Music	8	25	50	87.5	87.5	87.5	100	100	100	87.5	100
Physical Education	16	0	6.3	31.3	81.3	100	100	100	100	100	100
Physics	52	15.4	42.3	78.8	94.2	96.2	100	100	100	96.2	100
Religious Education FULL	90	11.1	46.7	73.3	85.6	94.4	98.9	100	100	94.4	100
Religious Education SHORT	10	20	20	50	50	50	70	80	100	50	100
Spanish	69	13	44.9	69.6	92.8	100	100	100	100	100	100

GCSE EXAMINATION RESULTS 2019
COMPARISON AGAINST NORTHERN IRELAND GRAMMAR AVERAGES *

	CGS A*-C %	NI A*-C %	CGS A*-B%	NI A*-B%
Art & Design	65.7	93.9	25.7	70.9
Biology	100	97.4	67.7	78.1
Business Studies	84.2	87.6	39.5	59.6
Chemistry	98.2	95.6	71.4	76.1
Child Development	83.3	94.7	45.8	68.4
Design and Technology	96.7	92.8	66.7	67.8
Digital Technology	87.5	93.8	65.6	74.1
Drama	100	96.2	83.3	73.2
English Language	96.5	97	79.6	71.7
English Literature	98.9	97	91.2	74.9
French	100	89	65.4	60.8
Further Mathematics	97.5	97.1	82.5	81.6
Geography	78.9	91	63.2	68.4
History	97.2	94	77.8	73.2
Mathematics	97.4	96.2	83.2	82.2
Music	87.5	97.6	87.5	83.8
Physical Education	100	90.8	31.3	61.9
Physics	96.2	97.4	78.8	83.3
Religious Education FULL	94.4	95.5	73.3	81.4
Religious Education SHORT	50	81.9	20	61.1
Spanish	100	93.5	69.6	62.2

‘A’ LEVEL EXAMINATION RESULTS 2019
CUMULATIVE GRADE OVERVIEW by Percentage

	Entries	A*	A	B	C	D	E	A*-C	A*-E
Accounting	18	5.6	27.8	72.2	83.3	100	100	83.3	100
Art & Design	7	0	22.2	77.8	100	100	100	100	100
Biology	26	3.8	26.9	57.7	73.1	96.2	100	73.1	100
Business Studies	12	7.7	46.2	65.4	92.3	92.3	92.3	92.3	92.3
Chemistry	7	14.3	57.1	100	100	100	100	100	100
Design and Technology	11	10	40	90	100	100	100	100	100
Digital Technology	4	0	0	50	75	100	100	75	100
English Literature	16	0	25	81.3	100	100	100	100	100
Environmental Technology	4	0	25	50	75	75	100	75	100
Food and Nutrition	5	0	0	25	83.3	100	100	83.3	100
French	7	0	57.1	100	100	100	100	100	100
Further Mathematics	4	0	25	75	100	100	100	100	100
Geography	3	0	0	66.7	100	100	100	100	100
Government and Politics	13	0	38.5	76.9	100	100	100	100	100
History	17	6.25	12.5	50	81.3	100	100	81.3	100
Mathematics	22	14.3	52.4	81	90.5	100	100	90.5	100
Music	1	100	100	100	100	100	100	100	100
Photography	8	0	0	63	100	100	100	100	100
Physical Education	5	0	60	60	100	100	100	100	100
Physics	8	0	37.5	62.5	87.5	100	100	87.5	100
Religious Education	15	6.3	50	93.8	100	100	100	100	100
Spanish	8	0	44.4	77.8	100	100	100	100	100

‘A’ LEVEL EXAMINATION RESULTS 2019
COMPARISON AGAINST NORTHERN IRELAND GRAMMAR AVERAGES *

	CGS A*-C %	NI A*-C %
Accounting	83.3	74.2
Art & Design	100	98.2
Biology	73.1	87.4
Business Studies	92.3	90.9
Chemistry	100	89.5
Design and Technology	100	88.8
Digital Technology	75	81.4
English Literature	100	93.7
Environmental Technology	75	86.4
Food and Nutrition	83.3	90
French	100	94.1
Further Mathematics	100	98.8
Geography	100	91
Government and Politics	100	94.2
History	81.3	93
Mathematics	90.5	92.3
Music	100	87.6
Photography	100	80.7
Physical Education	100	78
Physics	87.5	83.4
Religious Education	100	93
Spanish	100	98

School Development Priorities

September 2018 saw the second year of the three-year cycle of school development activities 2017-2020. Whole school priorities for the 2018-19 school year were set out in area Action Plans. The following priorities and associated actions were derived from the school's own process of self-evaluation combined with the findings of the largely pleasing Education & Training Inspectorate's (ETI) school inspection report of December 2016.

School development priorities 2018-19

Self-evaluative review of the 2017-18 School Action Plan and ongoing post-inspection work together formed the basis on which priorities for the 2018-19 year were identified. These were:

1. Interactive Learning
2. Support through Intervention (particularly Year 11 2018-2019).
3. Emphasis on Sixth Form (Provision and Outcomes)

These priorities were represented in Action Plans and throughout the school in the 2018-19 year as indicated in the table below.

Agent	INTERACTIVE LEARNING			SUPPORT THROUGH INTERVENTION			EMPHASIS ON SIXTH FORM		
	Planning for learning	ICT for T&L	Effective learning plenaries	Baselining & Tracking	ID need for Academic support	ID need for Pastoral support	Monitor for improved attendance	Review of Sixth Form Curriculum	Planning for learning
Board of Governors							✓	✓	
Leadership Team		✓		✓			✓	✓	✓
Assessment Team				✓					
Heads of Department	✓	✓	✓	✓	✓		✓	✓	✓
Literacy Coordinator	✓			✓	✓				
Numeracy Coordinator	✓			✓	✓				
Head of Careers	✓							✓	
Head of Pastoral C.						✓	✓		
Heads of Year				✓	✓	✓	✓		
Class Tutors						✓	✓		
SENCO	✓			✓	✓	✓			
Educational Testing	✓			✓	✓				
E-safety Officer		✓				✓			

BOARD OF GOVERNORS SELF-EVALUATION

A sub-Committee of the Board of Governors also carried out a self-evaluation exercise against the ETI's Quality Indicators and in the context of similar preceding exercises. The Board endorsed the sub-Committee's findings of improvement and areas for further development. In summary the Board welcomed ETI's evaluation of their governance as expressed in the school's December 2016 Inspection Report:

The governors are largely well-informed about the work of the school and have a good understanding of the strengths and areas for improvement. They have identified an area of governance to review, namely to monitor more closely the effectiveness of departmental action plans in effecting sustained improvement. Based on the evidence available at the time of the inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated.

The sub-Committee was secure in their assessment that the area identified by ETI had been and continued to be addressed by the school's Principal, Vice-Principal and Leadership Team and conveyed with confidence the self-evaluation exercise to the full Board.

KEY POLICY REPORTS

a) Security and Premises

In July and August 2019 the school toilets at the pupils' entrance were completely renovated and refurbished, at a cost of approximately £80,000. This has been long overdue and much needed, and the Governors extend thanks to all stakeholders who have assisted with the drive for improvements in this area. The work included new ventilation systems.

Other infrastructure developments include:

- redecorating of PE toilets and new windows in same;
- synthesis of fire alarm systems;
- new roofing above Lecture Theatre corridor;
- replacement of windows and window frames at front of school above main entrance;
- replacement of windows on left-hand side of Assembly Hall.

b) Safeguarding

The Designated Teacher for Child Protection was Senior Teacher Mrs Kane and the Deputy Designated Teacher was Mr Gorman. The school was fully compliant with all relevant Circulars from the Department of Education regarding policy and practice, including record-keeping. Training for all members of staff occurs biannually in the academic year 2018-2019, and the Designated Teacher made the annual Child Protection report to the full Board of Governors in June 2019. All appointments included a question relating to Safeguarding and the Board of Governors ensured that its membership was trained to an appropriate level through the offices of the Education Authority's North-Eastern region. Staff training was also updated as required in the following:

- First Aid at Work
- Rescue Emergency First Aid
- IRFU Standard Approach to Field Emergencies

- British red Cross Basic Life Support
- Anaphylaxis Awareness, Epilepsy Management and Diabetes Management
- Annual training in the identification and management of concussive injuries

The school has a bespoke medical room available to staff and pupils as required. A register of medical issues suffered by all pupils was located in a secure shared staff area and consulted by staff as required.

c) Curriculum and Assessment

Mission statement

Through the provision of a broadly based, relevant, balanced and coherent curriculum, the School aims to meet the needs and develop the strengths and interests of each pupil, so that they reach the highest academic and personal distinction of which they are capable. The School, in collaboration with colleagues in the Carrickfergus Learning Community (CLC), will meet the legislative requirements of the NI Curriculum and the Entitlement Framework through the provision of a broad range of subjects and taught courses.

Appropriate educational visits and extra-curricular activities will continue to augment educational experiences in the classroom.

Curriculum Aims

- To provide a broad, balanced and coherent curriculum which suits the needs of all pupils in a changing society and which encourages each pupil in his or her intellectual, cultural, aesthetic awareness and physical development.
- To promote the objectives of the Northern Ireland Curriculum, in developing the young person as an individual, as a contributor to society and as a contributor to the national and global economy and the environment.
- To promote the acquisition of core skills in Literacy, Numeracy and Information Communication Technology across the curriculum.
- To provide access to programmes and courses of Religious Studies to help develop ethical and spiritual values.
- To provide all pupils with access to opportunities for exercise and sporting competition to promote physical fitness and well-being.
- To provide all pupils with access to programmes of Health Education to encourage a healthy life-style.
- To provide all pupils with suitable Careers Education, Information and Guidance (CEAIG)
- To offer all pupils the fullest opportunity to gain such qualifications and skills as will fit them for further education or for employment in accordance with their aspirations and abilities.

Roles and Responsibilities

The School and Senior Leadership Team are responsible for ensuring that Carrickfergus Grammar School offers a broad balanced curriculum, with maximum opportunities for pupils, whilst meeting statutory requirements. Final accountability for the curriculum rests with the Principal and the Board of Governors. Strategic planning, management and performance review are the responsibility of the Senior Management Team and, in particular, the Vice Principal. This Vice Principal Miss McKinley co-ordinates Heads of Department at formal meetings and in general. She also coordinates the work of the Curriculum Team, comprised of Heads of Department/Teachers in charge as a vehicle for curricular improvement and the dissemination of good practice in teaching and learning. Heads of Department

/Subject leaders are responsible for the planning, management and delivery of their particular area of learning. Subject teachers are responsible for delivery to pupils in the classroom.

The Principal, Vice Principal and Timetabler collaborate in the annual curriculum and staff audit as the basis for the construction of the timetable which enables the delivery of the curriculum across all year groups as well as the options process at the end of Key Stages 3 and 4.

HODs/Subject Leaders are responsible for the production of annual Departmental Development Plans in line with the School Development Plan. These are reviewed at the outset of each academic year. Subject leaders are also responsible for ensuring that appropriate Schemes of Work are in place and implemented by all teaching staff. Heads of Department/Subject Leaders incorporate the statutory requirements into their planning. Schemes are constantly revised to reflect the thrust of the NI Curriculum, incorporating opportunities for skills' development and application as well as active learning and Assessment for Learning strategies. Copies of schemes of work and programmes of study are kept in the departmental files and are also available for the Vice Principal and Principal as required for monitoring purposes.

Under the direction of Heads of Department/Subject Leaders, subject teachers deliver these schemes of work ensuring that pupils are given the opportunity to gain their best possible experience and outcomes.

Curricular structure

The Curriculum is built around the school's two-week timetable. The school day within this structure is as follows:

Move to Registration Bell	8.40 am
Morning Registration	8.45 am – 8.55 am
Period 1	8.55 am – 9.59 am
Period 2	9.59 am – 11.03 am
Assemblies	11.03 am – 11.18 am
Break	11.18 am – 11.33 am
Period 3	11.33 am – 12.37 pm
Lunchtime	12.37 pm – 1.17 pm
Period 4	1.17 pm – 2.21 pm*
Period 5	2.21 pm – 3.25 pm
*School finished at 2.21 pm for pupils on the Friday of Week 2 on the school timetable for the purposes of Staff Meetings and Professional Development activities.	

The Principal is the final arbiter of the time devoted to each subject in each year. In reaching decisions about the allocation of time he will take into account:

- Statutory requirements, where appropriate;
- Historical precedent, where appropriate;
- The representations of Heads of Department;
- The advice of the Vice Principal and Timetabler.

Subject	Key Stage 3 periods per cycle (year groups in brackets if required)	Key Stage 4 periods per cycle (year groups in brackets if required)	Key Stage 5 periods per cycle (year groups in brackets if required)	Notes
English	7(8) 6 (9-10)	9		English Literature at KS5
English Literature/Media Studies			10	
Mathematics	7(8) 6(9-10)	8(c1+2) 7(c13-5)	10	
Further Mathematics		CI 1+2 as above	12 (composite)	
Religious Studies	2	2 (c1+2) 3 (c13-5)	10	
Physical Education (academic)		5	10	
History	3	5	10 (13) 9(14)	10 on Yr 14 timetable
Geography	3	5	10	
Biology	2(8) 3(9) 2(10)		10	
Chemistry	2	5	10	
Physics	2(8,10) 3(9)	5	10	
French	3 (8-9), 4 (10)	5	10	
Spanish	3 (8-9), 4 (10)	5	10	
Home Economics (Child Development)		5		
Home Economics (Food and Nutrition)	2	5	10	
Art	2	5	10	
Technology and Design	2	5	10	
Digital Technology	2(8) 2(9-10)	5	10	
Music	2	5	10	13/14 composite
Drama/Performing Arts	1(Yr 10)	5		
Business Studies		5	10	
Accounting			10	
Government and Politics			10	
Photography			10	
Applied ICT*			10	
Health and Social Care*			10	
Health and Social Care			10	
Media Studies*			10	
Travel and Tourism*			10	
Moving Image Arts*			10	
Sports Studies*			10	

PE		2	1		
Games		2	2	2	
Careers (LC)			1		
Learning for Life and work/Careers	• Personal Development	1(8)	1	1	
	• Citizenship	1(9)			
	• Employability (LCar)	1(10)			LC or Employability/ Careers period

*Provided via Carrickfergus Learning Community (CLC)

Key Stage 3 (Years 8, 9 and 10)

Each year group at Key Stage 3 comprises four core classes. In line with the statutory guidelines on class sizes, some practical subjects are sub-divided into sets of 20 or smaller. Within these classes, pupils follow the NI 'Revised' Curriculum. The curriculum aims to empower young people to achieve their potential and to make informed choices and responsible decisions throughout their lives. The key objectives are:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

These objectives are to be achieved for Learning for Life and Work through 'Key Elements', infusing cross-curricular skills along with thinking skills and personal capabilities across the Areas of Learning (The Arts, English, Environment and Society, Mathematics, Modern Language, Physical Education, Science and Technology and Religious Education). Pupils in Year 10 begin their GCSE Religious Studies course for examination at the end of Years 11 and 12.

Key Stage 4 (Years 11 and 12)

At Key Stage 4 and post 16 the school recognises the right of pupils to make certain choices about the subjects they study, so that they may follow courses suited to their interests, abilities and aspirations. Such choices are governed by the following factors:

- The statutory requirements of government;
- The provision of places in classes of suitable size within the economic resources of the school;
- The suitability (primarily at post 16) as demonstrated (by examination results) of particular pupils for particular courses.

Uptake of Optional Subjects

- Safety regulations with regard to numbers of pupils in classes for practical subjects will be strictly observed.
- Classes will be limited to the number of pupils for whom furniture can conveniently be provided in the classrooms involved.
- The provision of places in any class or subject group is dependent on the availability of suitably qualified staff.

When there is debate about the viability of optional courses, the following considerations may be taken into account:

- The number of pupils opting for the course;
- The staffing and funding available;
- Historical precedent for the provision of the course;
- Special consideration may be given to pilot schemes for new courses or to courses which appear to have special value in the context of the whole curriculum.

The Entitlement Framework

The Entitlement Framework is intended to provide access to a greater range of courses for pupils at Key Stages 4 and 5. Schools are required to provide access to a mix of 'General' (academic) and 'Applied' (vocational) courses which should be at a balance of not more than 2/3 to 1/3.

This school has achieved the full implementation of the Entitlement Framework for pupils at Key Stage 5, via our active engagement with partner schools in the Carrickfergus Learning Community. The Entitlement Framework requires schools to provide at least 24 subjects post 16, at least 1/3 of which are Applied or General. The school more than fulfils this requirement with our joint offer of 30 subjects. At Key Stage 4, the Entitlement Framework requires schools to offer at least 24 subjects, again at least 1/3 of which are Applied or General. Carrickfergus Grammar School currently provides 25 subjects, which meet the required ratio. Investigation into offering 2 more subjects at Key Stage 4 is ongoing, but dependent on finance, staffing and pupil choice. The school also provides access to an extensive number of courses for pupils from partner schools at Key Stage 5.

Key Stage 4 (Years 11 and 12)

During the GCSE years, all pupils study English, Mathematics, a Modern Foreign Language, Religious Studies, Physical Education/Games, LLW/Careers. Additional subjects are detailed in the GCSE Subject Choice Booklet which is provided for all pupils and parents of the appropriate Year group.

Almost all students study nine or ten GCSE subjects.

Conditions which apply to the selection of GCSE options are published annually in the *Key Stage 4 Choice of Option subjects* forms and *GCSE Subject Choice Booklet*.

The school cannot guarantee that the timetable will accommodate every set of choices but option blocks are drawn up on the basis of an annual pupil survey of the year group concerned.

Key Stage 5 (Years 13 and 14)

In organising classes, the school attempts to meet the preferences of as many pupils as possible. The school will also continue to explore collaborative opportunities within the Carrickfergus Learning Community to widen access both for our pupils and for the pupils in partner schools.

General and subject specific entry requirements to post GCSE study and an outline of the curricular offer available to individual pupils are detailed in the annually produced *Senior School Subject Choice Booklet* and the *Carrickfergus Learning Community Partner Schools' Subject Options for Carrickfergus Grammar booklet*

The school cannot guarantee that the timetable will accommodate every set of choices but option blocks are drawn up on the basis of an annual pupil survey.

The Sixth Form curriculum is based on AS level (or equivalent vocational qualification) study for Year 13 to be followed by A2 level (or equivalent) study in Year 14.

Most students will study 3 or 4 AS subjects to AS and 3 to A2.

On the basis of GCSE (or equivalent, as detailed in the NQF) grade A*=9 points, A = 7 points, B=6 points, C*=5 points, C = 4 points, access to 'A' Level is as follows:

- a student must receive 30 points minimum using the above system;
- a student must receive a minimum of 6 GCSEs at A*-C, including English and Maths;
- subject specific criteria also apply (please refer to the Sixth Form booklet).

Pupils in Years 13 and 14 also have access to private study time. While most of this time is supervised by ancillary staff, it is assumed that pupils in the Sixth Form can make profitable use of study time without teacher supervision. Members of the teaching staff may be required to supervise private study periods within reasonable limits.

At both KS4 and KS5

The school will keep the curriculum under review and seek ways of further broadening the programme. Choice of course for each pupil will be guided by the Careers and Senior Staff taking into account his/her interests, aptitudes and career aspirations.

Special Cases

Should circumstances require, adjustments may be made to a pupil's programme of study as a result of consultation with the Principal or Vice Principal, relevant Heads of Department, Heads of Year, pupils and parents.

Cross Curricular Skills

These are Communication, Using Mathematics, Information and Communication Technology. The acquisition and development of these skills is of prime importance in a pupil's education. Competence and facility in these skills are essential for any pupil hoping to achieve his/her full potential at school and in his/her ultimate career path. Their cross curricular application helps develop a flexible approach to learning which will last young people well beyond the bounds of their school days. They are life skills.

Strategies for the cross curricular implementation and assessment of these skills have been developed.

Communication: The main skills associated with Communication are effectively those of developing literacy, i.e. reading, writing, speaking and listening. Hitherto these have been developed mainly through work done through the programmes of study in the English department, although all other subjects had a contribution to make. The assessment of these skills is cross curricular, but the English department will continue to provide a foundation and will share expertise across the curriculum.

Using Mathematics: The main skills associated with Using Mathematics are effectively those of developing numeracy, i.e. interpretation of information, carrying out calculations, interpretation of results and presentation of findings. Hitherto these have been developed mainly through work done through the programmes of study in the Mathematics department, although many other subjects had a significant contribution to make, especially Physics and Chemistry. Using Mathematics is now integrated into subject schemes, as appropriate, and assessment is cross curricular, although led by the Mathematics department.

ICT: Skills associated with ICT have a central part in the curriculum. Examples of these skills include word processing, use of spreadsheets and data bases, electronic communication and the internet.

At Key Stage 3 ICT skills are developed mainly through applications within subject areas. The monitoring and tracking of these is the responsibility of the ICT Co-ordinator. Pupils in Years 8 and 9 are timetabled for 2 periods of ICT per fortnightly cycle, whilst those in Year 10 are timetabled for 1 period each; ICT skills gained are employed, reinforced and built upon on a cross curricular basis.

Learning for Life and Work (LLW)

Learning for Life and Work (LLW) is an integral part of the pupils' curriculum.

At Key Stage 3, the skills associated with Personal Development are studied in taught classes in Year 8 and augmented by enrichment events and a cross curricular approach in Years 9 and 10. The scheme of work is the responsibility of the Personal Development Coordinator and is delivered by staff from the PD department. The PD scheme incorporates Health Education, Drugs Awareness and Relationship and Sexuality Education.

At Key Stage 3, the skills associated with Local and Global Citizenship are studied in taught classes in Year 9 and augmented by enrichment events and a cross curricular approach in Years 8 and 10. The scheme of work is the responsibility of the Citizenship Coordinator and is delivered by staff from the Citizenship department.

At Key Stage 3 the skills associated with Employability are studied in taught classes in Year 10 and augmented by enrichment events and a cross curricular approach in Years 8 and 9. The schemes of work are the responsibility of the Head of Careers/Employability and are delivered by a team of specialist teachers.

Home Economics is timetabled for all pupils in Years 8 to 10. The schemes of work are the responsibility of the Head of Department and are delivered by a team of specialist teachers.

At Key Stage 4 the school provides Learning for Life and Work via timetabled classes in both Years 11 and 12.

Careers Education, Information, Advice and Guidance

The CEIAG curriculum aims to enable young people to

- develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, personal qualities, interests, abilities, skills, potential, values, attitudes, motivation needs and aspirations.
- develop knowledge and understanding of the opportunities available to them, of the major roles which people play, and of routes of entry to employment and other careers.
- develop skills and personal qualities needed to make considered career choices, to formulate and implement career plans and to cope with the transition from school to adult life.
- have access to a wide range of information relating to opportunities available in education, training and employment.
- develop the study skills and skills of decision making and self-presentation needed to ease the transition from one stage of education to another and from education to the world of work.
- appreciate that extra-curricular activities will enhance their experience of the world beyond the classroom and their employability skills.

In fulfilling these aims the school

- delivers a Careers related curriculum across subjects and via specialist provision at Key Stages 3-5.
- provides comprehensive information sources, written, computerised and personal, on occupational areas, education and training
- provides opportunities for individual counselling and for parental involvement, particularly at key transition stages
- engages pupils in a process of Personal Career Planning

- provides opportunities for experiential learning about the world of work, e.g. through work placement
- maintains and develops links with business, local employers and institutions of Higher and Further Education
- Works in partnership with the Careers Service

Homework (in line with the School Policy on Homework)

Homework is considered an integral part of the curriculum of the school. It gives opportunities for pupil consolidation of class work, for independent learning and for parents to see what work is being done in school. It provides raw material for teachers as a diagnostic tool in assessing pupil progress and identifying areas for improvement. As well as the separate Homework Policy, each subject department publishes its own homework statement as part of the departmental policies.

Coursework and Controlled Assessment (in line with the school policy on Coursework and Controlled Assessment)

Coursework and at KS4 Controlled Assessment, meaning work which is to be formally assessed for internal or public examination purposes, is undertaken either in class or at home. All pupils in Years 11-14 are made aware of school's policy which is in accordance with JCQ and examination board regulations. HODs/Subject leaders ensure compliance with examination board regulations within their subject areas.

Assessment (in line with the School Policy on Assessment, Recording and Reporting.)

Assessment and reporting are key elements in measuring pupil progress and planning for improvement. Assessment identifies what pupils can do, know and understand, is designed to encourage pupil motivation, self-esteem and learning, informs the planning of future teaching and learning and enables the school to review the effectiveness of its curriculum and to promote higher standards. Records of assessment will be kept and be accessible by teachers/HODs/HOYs and Senior Managers as appropriate.

Subject Departments have discretion as to the nature of assessments but there will be consistency within departments but pupils' work will be marked regularly and within a reasonable amount of time. Attention is given by all teachers to literacy and numeracy according to the whole school Literacy and Numeracy policies. Referral to the Special Education Needs Co-ordinator is made if necessary. Constructive assessment for learning advice is given whenever possible. In addition, self-assessment by pupils and peer assessment takes place whenever possible.

Assessments are therefore a regular and extensive feature of all academic subjects, but a number of 'Core Assessments' are formally tracked for each pupil via the C2K system in each subject across the academic year.

Assessment and Reporting Schedule 2018/2019					
Year 8	Mid October Eng/Maths only	Mid December	Mid March	-	Early June
Year 9				-	
Year 10				-	
Year 11	Mid October		15 th April	24 th June	External exams
Year 12			-	11 th January	
Year 13		Mid December	Late January		
Year 14					

School reports will reflect the Assessment, Recording and Reporting policy and satisfy external requirements in a form which is manageable.

In addition to the above, current arrangements for assessment and reporting include the following:

- Parent Consultatons providing opportunities for parents to speak to teachers regarding their child's progress;
- The use of Midyis/Yellis/Alis, PTM and PTE, FFT and examination board data to benchmark pupil performance and negotiate targets for improvement;
- Regression analysis at Key Stage 3;
- Use of homework as a learning tool, properly marked with suggestions for improvement, following the School and Department Homework Policies;
- (Primarily in practical subjects) production of a portfolio of pupil's work as evidence of what a pupil can do;
- Moderation of pupil work within subject departments;
- External moderation for public examinations at GCSE and A Level;
- Utilisation and reporting of DE Benchmarking data for comparison of school and NI performance in external examination and identification of areas for improvement;
- Publication to the wider community of school and pupil achievement;

Additional/Special Educational Needs (in line with the School Policy on Special Educational Needs)

All pupils, including those with special educational needs will be given access to the full statutory curriculum and to the full range of extra-curricular activities. Pupils with Additional Educational Needs will be enabled to benefit as fully as possible from the educational opportunities offered within available resources and will be as fully integrated within the school community as circumstances allow. If necessary, a risk assessment will be undertaken to ensure pupil safety. The need for reasonable adjustments will be assessed and implemented in accordance with SENDO legislation.

Extra-Curricular Provision

The School will continue to offer a wide range of extra-curricular activities which promote enjoyment, social interaction and skills development. These will be conducted individually, or in groups or teams, as

appropriate. These activities will reflect the traditions of the school and the interests of the pupils, the staff and the wider community, always encouraging pupil participation and parental and community involvement where possible. The activities will take account of the opportunities available in the local community and the possibility of continuing them on leaving school.

Individual Tuition

Throughout the school private individual tuition is available in a wide range of musical activities.

Resources

The most valued resource of this School is a highly-qualified teaching staff, supported by experienced ancillary and auxiliary personnel. This staff is organised in terms of individual roles and responsibilities by the Principal and in conjunction with the Senior Leadership Team.

Curriculum resourcing will be the responsibility of Subject Leaders in consultation with the Principal, Vice Principal and Senior Teachers. The provision of an appropriate range of resources will facilitate the delivery of the school's curriculum and encourage the development of a wide range of pupil skills.

The School will make available to pupils and staff the most appropriate teaching materials and equipment attainable from the available funding.

The use of teaching and learning resources will be consistently evaluated and information on their usefulness will be disseminated both within and across departments.

Staff will be encouraged to develop expertise in the professional employment of appropriate teaching resources. Such professional development will be provided within the school and also under the auspices of the EA and other bodies.

Staff Development (in line with the School Policy on CPD (Continuing Professional Development))

The successful delivery of the school curriculum requires suitably qualified and informed teachers who have up to date knowledge and skills. The development of such skills and the building of capacity are of prime importance in school improvement. Examples of how the teaching staff are kept abreast of change are given below:

- Curriculum Team
- Sharing Good Practice
- School Inset (Whole School and Departmental)
- External Inset (through e.g. CCEA, EA etc.)
- Publications and web resources, e.g. ETI, CCEA web site

Evaluation and Development A variety of teams monitor the implementation of the School Curriculum provision, making recommendations for change and development where appropriate. All comments and observations are considered in the light of pupil benefit and resources available i.e. in terms of staffing and time allocations.

Such teams include: Leadership, Curriculum, Departments, Timetabling

d) Pastoral Care

The school's pastoral care system is outlined in the attached organisational charts. Class Tutors and Heads of Year for 2018-19 were as follows:

HEADS OF YEAR AND CLASS TUTORS 2018-19

			ROOM
YEAR 8		Mr A Macdonald	14
8P	-	Mr E Craig	8
8Q	-	Mrs S Buchanan /Mrs H McCaughan	13
8R	-	Mr K Crooks	30
8S	-	Mrs S Elliott	44
YEAR 9	-	Miss W Lemon	Fergus
9P	-	Mrs J Hamilton	36
9Q	-	Mrs E Bowen/Mrs B McKeeman	32
9R	-	Mrs A Turner	33
9S	-	Miss S Patterson	6
YEAR 10		Miss E Stewart	39
10P	-	Miss K Edge	17
10Q	-	Miss S Mawhinney	48
10R	-	Mr L Morrow	04
10S	-	Miss P Maxwell	29
YEAR 11		Mrs J Beattie	28
11P	-	Mr M Irwin	9
11Q	-	Mr M Crawford	20
11R	-	Mr A Brown	2
11S	-	Mr A Ross	34
YEAR 12		Mr P Irwin	5
12P	-	Mrs R Taylor	38
12Q	-	Mr P Warke	18
12R	-	Mr R McMorris	22
12S	-	Mr P McKittrick	12
YEAR 13		Mr P Baxter	42
13P	-	Mrs J Botha	14
13Q	-	Mrs L Best	35
13R	-	Mrs V Ross	47
13S	-	Mr J Reid	49
YEAR 14		Mr R Gorman	15
14P	-	Miss N Wylie/Mrs C Reid	45
14Q	-	Mr N Kennedy	41
14R	-	Ms B Claver	1
14S	-	Mrs S Murray	3

The Class Tutor takes morning registration and is the first rung on the ladder of pastoral support. Thereafter pastoral matters are referred to the Head of Year, SENCO or Senior Teacher for Pastoral Care. Referral to the school counselling service may also be made through direct request to any member of the pastoral care team or by anonymous self-referral through a post-box located in a discreet area of the school. Following consultation with pupils a *Buddy Box* was located in September 2014 near the senior staff area. Pupils' participation on school life was encouraged through systems which enabled the pupil voice to be heard. For example:

- Peer Mentoring
- Academic Mentoring
- Pupil-led Assemblies
- Elected Prefects
- Music Leadership Team
- Appointed Sports Captains
- Feedback role in teaching appointments
- Focus groups
- Collaboration with the NI Anti-Bullying Forum
- Petition activity
- Scripture Union Committee
- European Day of Languages
- Policy Reviews
- Charter of Rights and Responsibilities
- INSET activities on the school's Core Values
- Former pupils reconnected with the school

Communication with parents in 2018-19 was enhanced by the following measures:

- School Newsletter
- The use of Parent-text to Year Groups and Whole School
- Development of the school's website, Facebook page and Twitter

The Board of Governors wishes to commend strongly the tremendous level of financial and moral support which the school received in 2018-19 from the Parents' Association led by:

- Chairperson: Mrs L Baird
- Treasurer: Mr McIntyre

e) Special Educational Needs (also see Curriculum above)

The school's Special Educational Needs Coordinator, Mrs K Withers, and the Assistant SENCo Mrs E Bowen. The school's Special Educational Needs provision was rated as outstanding by parents in anonymous survey at the beginning of the 2014-15 year. The SENCO operated the SEN Policies and Code of Practice in accordance with legislative requirement and the school's SEN Register for 2018-19 covered pupils ranging from Stage One to Stage Five. Special Educational Needs updates were provided for all staff at the commencement of the 2018-19 year and were subsequently amended as required throughout the year. All teaching colleagues were provided with Individual Education Plan (IEP) targets and SEN provision was a standing item on Departmental and Pastoral Team meetings. SENCO led a team of four Classroom, General and Supervisory Assistants and conducted all Annual Reviews in person and in consultation with parents, pupils, colleagues and the SEN section of the Education Authority as required. The families of P7 pupils who were transferring to the school with SEN issues were contacted by SENCO and invited to the school for preparatory meetings. Disability

access difficulties have been addressed through the Minor Works refurbishments referenced above. All steps were taken by SENCO, Principal and the Board of Governors to guarantee that pupils with SEN and/or disabilities were treated no less favourably than other pupils, as set out under Article 8 of the 1996 Order, by ensuring that the full breadth of the curricular and extra-curricular offer was available and accessed as appropriate in consultation with parents. In 2018-2019, the school prepared for, and was trained in, new SEN legislation.

f) Staff Development Activities (also see Curriculum above)

To ensure our staff, teaching and others, kept abreast of changes that impinged on education a wide range of Staff Development activities beyond statutory Performance Review and Staff Development (PRSD) took place throughout the year during:

- Five Baker Days
- Four days of Exceptional Closure
- Weekly Monday meetings
- Fortnightly Friday Professional Hour activities
- Days of release from duties

These activities encompassed, for example:

- *Carrickfergus Learning Community* collaborative development
- ICT training
- Cluster meetings and conferences organised by ETI
- Teaching Union conferences
- Visits to schools outside Carrickfergus
- Use of Value Added measures in measuring achievement
- Awarding Body updates
- Agreement Trials
- Effective use of data to support achievement
- Literacy and Numeracy
- Exploring the school's core values
- Curricular and Examination updates
- First Aid qualifications
- Coaching qualifications
- Fire Safety
- Child Protection
- Bereavement Support
- Self-harm support
- School Counselling
- E-Safety

Extra-Curricular and Co-Curricular Activities (also see Curriculum above)

Extra-curricular and co-curricular activities continued to flourish throughout 2018-19 with pupils encouraged to participate regularly through lessons and assemblies. The school's website offers regular updates on this important aspect of school life.

- Music Society and Leadership Team
- School Choirs and Orchestras including victories at Bangor and Carrickfergus Festivals and performance for the Irish President
- Charity Committee

- Scripture Union events and residential
- Debating Society
- Running Club
- Wednesday evening orienteering
- Creative Writing Club
- Breakfast Club
- Bridge Club
- Science Club
- Stem Club
- Drama Club
- Duke of Edinburgh
- Photography Club
- Show-jumping Club
- Cookery Club
- ICT Club
- Gaming Club
- Senior Bridge Team
- Senior Cricket team
- Hockey
- Hockey Residential Tours
- Rugby
- Rugby Residential Tours
- Track and Field athletics
- Netball
- Football
- Table Tennis
- Habitat for Humanity
- Spanish Exchange programme to SAFA school in Puerto de Santa María
- French Trip to Paris
- Ski Trip to Andorra
- Art Department's exhibition
- Participation in Faraday Challenge
- Academic Mentoring
- Science, PE and Geography Trips
- Year 10 STEM competition with PWC
- Key Stage 3 Lunchtime Club

LINKS WITH THE COMMUNITY

- The successful collaborative links with the three other post-Primary Schools in the Borough continued through *Carrickfergus Learning Community* with the number of pupils benefiting from the broad range of academic and vocational courses on offer once again reaching three figures;
- A bespoke team of staff coordinated liaison activities with local Primary Schools;
- Prospective applicants to undergraduate degrees in education had weekly placements in local Primary Schools;
- Sixth Form Modern Language students visited local Primary Schools to celebrate the European Day of Languages;

- An appointed Charity Officer in the school ensured contributions to a range of local and national charities;
- Harvest Gifts were distributed through the town in the wake of our annual Harvest Service;
- Food Hampers were donated to local families in need;
- The school again participated in the *Habitat for Humanity* programme in collaboration with St Dominic's Girls' High School in Belfast;
- The school was represented by a Senior Teacher at regular meetings of a local residents' association;
- School premises were regularly used by, for example, the local detachment of the Army Cadet Force, local Keep Fit groups, Church groups, Girls' Brigade and RAF bands;
- The school encouraged senior pupils towards election to the NI Youth Parliament for which one sixth form member of the school is now the East Antrim Representative;
- Members of local political parties visited the A-level Government and Politics classes
- The school ensured that all sixth form pupils were able to join the Electoral Register;
- The Principal attended Redeeming our Community (ROC) meetings
- The annual Interview Skills day had direct input from a wide range of local professionals, businesses and expertise;
- The school's Work Experience programme placed Year 13 students and Year 12 students in a wide range of extra-mural learning situations;
- Members of the Pastoral Team were regularly released to attend a wide range of meetings organised by the local Social Services;
- Through the Duke of Edinburgh Award Scheme young people were encouraged to serve the community in an active way: e.g. by visiting homes for the elderly, acting as junior leaders in uniformed youth organisations, helping in Sunday Schools;
- Through the many extra-curricular activities and competitions in the school pupils had the opportunity to mix with other post-Primary pupils from a wide range of backgrounds;
- Local PSNI support officers visited the school to raise awareness of a range of safety and legal issues;
- Pupils participated in community relations activities organised through the local council offices.

Financial Report 2018-19

As indicated in regular reports to the Board of Governors, Carrickfergus Grammar School is not immune from the financial strictures felt throughout the NI education system but continues to prioritise the educational experience of pupils in the face of reduced funding.

Following a briefing to schools by the acting-CEO of the Education Authority and its Senior Finance Officer in March 2018 the school undertook a major stocktake exercise of undeclared fixed assets. EA valued these at £381259. This sum was subsequently credited to the school's LMS account and assuaged much of the immediate anxiety about the deepening deficit under which the school was operating. Although the figures below reflect the benefit of this one-off windfall the Board views this exercise with considerable caution and will continue to approach its financial responsibilities with all due prudence.

School: Carrickfergus Grammar

Cost Centre: 21956

EA Office: Ballymena

Summary: Annual Budget Allocation

	2017/18*	2018/19	Budget Allocation %	Sector ** Average %
Staff Costs	£	£		
Staff - Pay Teaching	2,608,438	2,692,952	78.44%	75.99%
Staff - Pay Non Teaching:				
(i) Classroom Support Staff			0.00%	0.39%
(ii) Other Support Staff	305,342	317,014	9.23%	9.99%
Other Staff Costs	1,067	1,250	0.04%	0.25%
Total Staff Costs	2,912,847	3,011,226	87.72%	86.62%
Premises Fixed Plant and Grounds	121,312	113,200	3.30%	3.46%
Operating Costs	285,779	289,700	8.44%	7.76%
Of which is Books, Practice Materials & Teaching Requisites	51,843	40,700	1.19%	1.47%
Non Capital Purchases	1,326	1,425	0.04%	0.31%
Capital Expenditure		17,400	0.51%	0.38%
Stock Adjustment (Change in Year End Stock Valuation)	(75,156)			
Income	(482)			
Projected Expenditure	3,245,626	3,432,951		
Delegated Resources				
Common Funding Formula	3,304,955	3,160,364		
Other Funding (please specify)	9,240			
Total Delegated Resources in Year:	3,314,195	3,160,364		
Projected Surplus / (Deficit) In Year	68,569	(272,587)		(before use of Opening Surplus Balances)
Add:				
Surplus/(Deficit) Balance carried forward from previous year*	51,307	425,981		
Projected Cumulative Surplus / (Deficit)	119,876	153,394		(After use of Opening Surplus Balances)
Use of Opening Surpluses to fund expenditure		272,587		(if applicable)

An accurate and realistic assessment of the need to access surplus balances is critical for EA to bid for funding

* At the date of issue 2017/18 financial information was not complete. Comparative information is based on the 12 month period 1 March 2017 to 27 February 2018. When actual expenditure is confirmed for 2017/18 comparative information will be updated and surplus / deficit balances carried forward adjusted accordingly.

** Sector Average: based on 22 months (to 31 Jan 2018) Actual Gross Expenditure data, grouped by school type and pupil numbers as at Oct 2017 (see Sector Average tab)

LIST of ABBREVIATIONS

MEA COUNCIL	Mid and East Antrim Borough Council
AfI	Assessment for Learning
ASCL	Association of School and College Leaders
C2K	Classroom 2000
CASS	Central Advisor Support Services
CATS	Cognitive Ability Tests
CCEA	Council for the Curriculum, Examinations and Assessment
CEIAG	Careers Education, Information, Advice and Guidance
CLC	Carrickfergus Learning Community
CPD	Continuing Professional Development
DENI	Department of Education Northern Ireland
DDP	Departmental Development Plan
EA	Education Authority
EAL	English as an Additional Language
EF	Entitlement Framework
ESAGS	Every School a Good School
ETI	Education Training Inspectorate
FFT	Fischer Family Trust
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
GTCNI	General Teaching Council of Northern Ireland
HoD	Head of Department
HoY	Head of Year
IEP	Individual Education Plan
KS3/ 4/ 5	Key Stages 3 / 4 / 5
LLW	Learning for Life and Work
MER	Monitor, Evaluate, Review
MIDYIS / YELLIS / ALIS	Benchmark testing undertaken in Years 8,11 and 13.
NQT	Newly Qualified Teacher
PRSD	Performance Review and Staff Development
PTE	Progress Test in English
PTM	Progress Test in Maths
QCA	Qualification and Curriculum Authority
QUB	Queen's University Belfast
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SIMS	Schools Information Management System
SLT	Senior Leadership Team
STEM	Science, Technology, Engineering and Maths
T&L	Teaching and Learning
UU	University of Ulster
YEP	Young Enterprise Programme